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ABSTRACT

Designed to meet the mandate of the 1988 Reorganization of Maryland Higher Education Act, this 1991 report summarizes data from a number of studies of student achievement at Prince George's Community College (PGCC). Because PGCC has routinely collected and analyzed data on many of the required indicators, longitudinal data are presented where available. Selected findings include the following: (1) in recent years, approximately 55% of the students enrolled in credit classes have stated their intention to earn an associate in arts degree; (2) 45% of the fall 1986 cohort have graduated, transferred, or are still enrolled; (3) the time to complete a "two-year" degree has increased from a mean of 3.7 years during the 1970's to a mean of 4.8 years during the 1980's; (4) each year, approximately 1,000 PGCC students have transferred to a senior institution in Maryland; (5) for 1980-86 fall cohorts, white students have had a transfer rate more than double that of black students; (6) four out of five respondents to graduate surveys who transferred rated their PGCC preparation as very good or good; (7) 72% of the 1990 graduates of career programs who responded to the annual follow-up survey were employed in jobs related to their PGCC program; (8) over three-fourths of employed graduates rated their PGCC preparation as very good or good; (9) three-fourths of the noncredit students surveyed in 1987 reported they had fully or mostly achieved their enrichment goals; (10) nearly two-thirds of the fall 1991 entrants who completed placement testing in reading, composition, and mathematics needed remediation in at least one area; and (11) in 1990-91, the mean response on a five-point student evaluation of teacher performance scale was 4.27. A selected bibliography of institutional research is included. (JMC)

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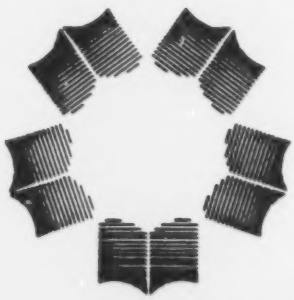
Student Learning Outcomes Assessment Report

by
Craig A. Clagett



PRINCE GEORGE'S
COMMUNITY COLLEGE

November 1991

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PRINCE GEORGE'S COMMUNITY COLLEGE

Student Learning Outcomes Assessment Report

November 1991

Introduction

Since its founding in 1958, Prince George's Community College has monitored and assessed student achievement, and continues to do so today. Faculty evaluate student achievement in the classroom, laboratory, and athletic field. Instructional departments and divisions monitor their courses and programs for effectiveness. The institutional research office conducts numerous studies each year examining student achievement. Assessment data are gleaned from state reporting systems, institutional databases, surveys, and other sources. The president's staff receives periodic briefings on student performance. At least twice a year, the Office of Institutional Research and Analysis makes a formal presentation to the Board of Trustees on the latest student outcomes analysis.

This report is the first mandated by the 1988 Reorganization of Maryland Higher Education Act. Much of the data presented have been routinely collected and analyzed for years, even decades. Some of the indicators are new. The report format follows guidelines issued by the Maryland Higher Education Commission, and accords with the Student Learning Outcomes Assessment Plan submitted to the Commission in June, 1991.

Prince George's Community College is committed to an assessment process that relates to the campus mission, provides public accountability, leads to institutional improvement, and enhances student learning. In this report, numerous indicators of student achievement are presented, grouped under headings corresponding to major institutional missions. The information presented reflects the most recent analysis available. In some cases, plans for additional studies are outlined. Given adequate resources, these studies will be conducted during the next year and the results presented in next year's report to the Commission.

Student Retention and Graduation

In recent years, about 55 percent of the students enrolled in credit classes at PGCC have stated their intention to earn an Associate in Arts degree from the College. Other students have shorter-term goals at PGCC, such as preparing for early transfer to a senior institution or improving job skills. Efforts to assess student achievement must include measures in addition to simple calculations of graduation rates. In this section, several traditional indicators of student achievement will be reported. Latter sections will examine other measures relating to goals other than degree completion.

Student achievement after four years. Analyses of enrollment and degree tapes by staff at the Maryland Higher Education Commission provide one method of assessing the achievements of community college students. These analyses report the graduation, transfer, and continuing community college enrollment of students starting their college careers full-time at Maryland community colleges. Students beginning study as part-time students, a majority at most community colleges, are not included in the analyses. The analyses report the status of students four years after initial entry to the community college.

Half of the students enrolled in credit classes at PGCC state that their purpose in attending is to prepare for transfer to a four-year college or university. For a variety of reasons, students may transfer prior to completion of their community college program. Having achieved their goal of transfer, such students may be considered community college successes. Similarly, students still enrolled at the community college at the time of analysis should be considered in a successful status. (Progress toward a degree may be slow due to interruptions in attendance caused by job and family responsibilities, part-time attendance for similar reasons, or the need to complete remediation.) A final group to be considered successful is the obvious one: the College's graduates. Students who have graduated, transferred, or are still enrolled at the community college at the time of analysis should thus all be considered successful. The MHEC analyses permit calculation of the percentage of first-time, full-time students who are successful by this definition four years after entry. For the most recent cohort for which data are available, those starting in Fall 1986, 45 percent had graduated, transferred, or were still enrolled. Thus, a majority were not successful by this measure of success. While PGCC's "success rate" was below that of its peers and the statewide rate, it has shown improvement over the last three cohorts analyzed (see Table 1).

Percent Transferred, Graduated, or Still Enrolled
First-time Full-time Students Four Years After Entry

	1984	1985	1986
Prince George's	39%	43%	45%
Anne Arundel	46%	50%	49%
Catonsville	45	44	47
Essex	44	44	46
Montgomery	46	46	52
All MD CCs	43%	46%	46%

Table 1

Trend analysis of transfer and graduation rates for full-time students four years after PGCC entry reveals a decline in A.A. attainment but a rise in the proportion of students transferring without earning a PGCC degree (see Figure 1).

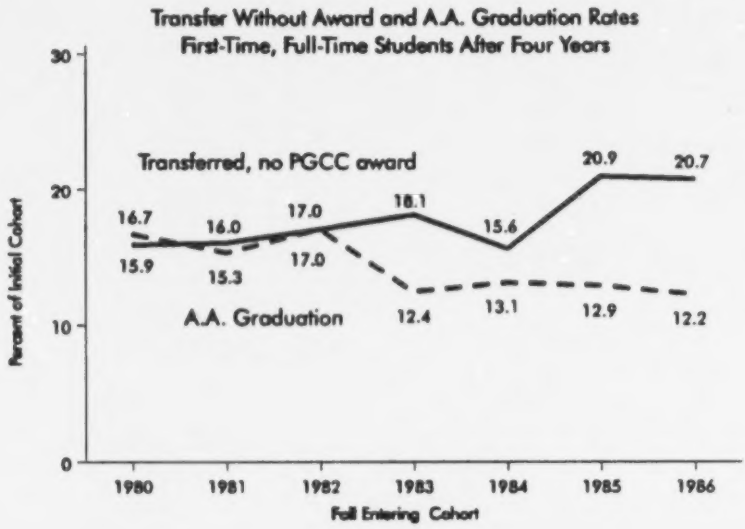

Figure 1

Fall-to-spring retention. Three-fifths of the students enrolled in the fall return the following spring. Over three-fourths of the full-time students continue, compared to slightly over half of the part-time students. Degree-seeking students are more likely to return than those with other goals. Students preparing to transfer or to enter a new

Fall-to-Spring Retention Rates

	FY89	FY90	FY91
Total	60%	61%	61%
Full-time	79%	78%	77%
Part-time	53	55	56
Degree-seeking	65%	65%	65%
Non-degree-seeking	38	37	39
Transfer preparation	66%	65%	65%
Career entry	64	64	64
Explore options	57	58	59
Enrichment	49	51	52
Update job skills	47	48	51

Table 2

career are more likely to continue their studies than those with exploration, enrichment, or job skill improvement goals. (See Table 2.) These retention figures can be misleading. Research office studies have found that about a third of the College's students have interrupted patterns of attendance; apparent "drop-outs" are really "stop-outs" who will return to PGCC after one or more semesters of nonattendance. Studies are under way to examine in more depth student attendance patterns and their relationship to outcomes.

Course pass rates. Student performance in individual courses constitutes a fundamental learning outcome. Assessment is the faculty member's responsibility and is reflected in the student's final course grade. Successful course completion is a prerequisite for program progress, as well as an indicator of value in its own right. Examination of student outcomes at the course level is especially appropriate at community colleges, since as many as half of the students enrolled in credit classes may have no intention of earning an A.A. degree.

Calculation of course pass rates for disciplines or student subgroups permits assessment of course performance at the institutional level. Course pass rates are calculated from final grade distributions and represent the percentage of initial course enrollees receiving passing grades. The more failures and withdrawals, the lower the pass rate.

Collegewide, three of every four students enrolling in a class pass it. The collegewide pass rate of 76 percent in Fall 1990 was an all-time high. Fall semesters over the 1977-86 period recorded pass rates of 71 or 72 percent, followed by 73 percent in 1987 and 1988, and 75 percent in 1989. Thus the past four years have seen steady improvement in the overall percentage of students passing their courses at PGCC.

Course pass rates vary greatly by subject matter. Students pass at relatively high rates in nursing, allied health, and physical education courses. Students have much more difficulty in science and mathematics classes, where a third do not succeed. (See Table 3.) Historically, mathematics, developmental mathematics, and chemistry have been the most difficult courses for PGCC students.

Fall Course Pass Rates by Division

	1988	1989	1990
Health Technology	89%	87%	91%
Physical/Health Education	87	88	87
Humanities	81	81	83
Business and Management	77	78	81
Computer/Engineering Tech.	73	75	75
Social Science	74	75	74
English Studies	72	71	73
Science and Mathematics	59	67	67

Table 3

To determine if course success varies for different student subgroups, an analysis of pass rates by gender, age, race, and admission status variables is performed each term. The resulting crosstabulation produces 36 different subgroups. Young, black males attending college for the first time consistently post the lowest course pass rates. Despite the recent improvement in the overall College pass rate, first-time black males under age 21 as a group have not gained. The Fall 1990 pass rate for this group was 57 percent, unchanged from 1989 and down from 1988's 61 percent.

Grade point averages. Seven of every ten students attending the College in a fall term have cumulative grade point averages of 2.0 or above (see Table 4). Five percent have zero G.P.A.s, having failed or withdrawn from all attempted credit-bearing courses. Seven percent have enrolled solely in developmental courses or have audited all credit courses attended.

Cumulative Grade Point Averages, Fall 1988-90
Percentage Distribution

	1988	1989	1990
0.00	6%	5%	5%
0.01 - 0.99	3	3	3
1.00 - 1.99	15	14	14
2.00 - 2.99	35	35	36
3.00 - 3.74	24	25	25
3.75 - 4.00	11	11	11
No credits attempted	7	7	7
Total students (100%)	**13,489**	**13,404**	**13,123**

Table 4

Mean Cumulative Grade Point Averages, Fall 1988-90

Total Credit Hours Attempted	1988	1989	1990
1 - 5	2.36	2.35	2.34
6 - 14	2.29	2.33	2.37
15 - 29	2.48	2.50	2.55
30 - 44	2.63	2.64	2.64
45 +	2.78	2.78	2.80
Overall	2.47	2.49	2.52

Table 5

The more hours a student has attempted, the higher the cumulative grade point average. (See Table 5.) Poorer students are unlikely to persist over the long run, and may in fact be academically dismissed by the College. Overall, the recent trend has been for a gradual improvement in the collegewide mean grade point average.

Average time to earn the A.A. degree. How long does the average student take to complete a "two-year" degree? Preliminary analyses have found that the time to degree completion has increased from a mean of 3.7 years during the 1970s to a mean of 4.8 during the 1980s. Analyses currently under way will provide more information about student attendance patterns and degree completion rates.

Patterns of attendance analysis. The Office of Institutional Research and Analysis has initiated a series of longitudinal cohort analyses to examine student patterns of attendance and their relationship to student outcomes. A student flow model is under development to provide a framework for retrospectively analyzing past cohorts over six-year study periods. Findings from this effort will appear in the November 1992 report. Concurrently with these historical studies, the research office is following the progress of students who entered PGCC in Fall 1990. Following a contemporary group of students in depth promises to provide a better understanding of both the progress and achievements of current students and the impact of current institutional policies.

A total of 2,643 students entered PGCC as first-time college students in Fall 1990. As of the end of Spring 1991, a quarter of these students had yet to earn a single credit. (See Table 6.) After two semesters, the median cumulative credits earned was six. Less than two percent were on a pace to graduate within two years.

Table 6 reflects the cumulative credits earned for the entire group of Fall 1990 entrants. However, only sixty-one percent of the Fall 1990 entrants returned to continue

Fall 1990 Entrants After Two Semesters
Total Credits Earned as of End of Spring 1991

Total Credit Hours Earned	Number of Students	Percent of Students
0	669	25%
1 - 5	613	23
6 - 11	573	22
12 - 17	357	14
18 - 23	242	9
24 - 29	150	6
30 or more	39	1
Total	**2,643**	**100%**

Table 6

their studies in Spring 1991. To further assess the progress toward a degree made by students, the cumulative credit table was generated for students who attended both semesters (see Table 7). Eleven percent of the Fall 1990 entrants who attended both fall and spring semesters had not earned a single degree credit. Three-fifths of these students had not attempted a credit class but were enrolled only in remedial courses. The median credits earned for students attending both terms was 9.5. Less than three percent were on a pace to graduate within two years.

Fall 1990 Entrants After Two Semesters
Students Attending Both Fall and Spring Terms

Total Credit Hours Earned	Number of Students	Percent of Students
0	176	11%
1 - 5	233	14
6 - 11	449	28
12 - 17	325	20
18 - 23	242	15
24 - 29	150	9
30 or more	39	2
Total	**1,614**	**100%**

Table 7

The slow progress toward a degree made by the Fall 1990 entrants is congruent with the low graduation rates found in the short-term graduation rate studies typically requested by external agencies. Community college students commonly attend part-time, often have to interrupt their studies, and increasingly need remedial courses before fully embarking on credit study. The research office has several studies under consideration that if undertaken should provide a better understanding of the factors relating to student achievement. Results of these efforts will be included in next year's report to the Commission.

Racial differences in graduation rates. The A.A. attainment rate after four years for all full-time students has ranged from 12 to 17 percent for cohorts entering PGCC during 1980-1986. White students have had graduation rates more than twice as high as black students. White degree rates have ranged from 17 to 22 percent; blacks have had rates in the 6 to 10 percent range (see Figure 2).

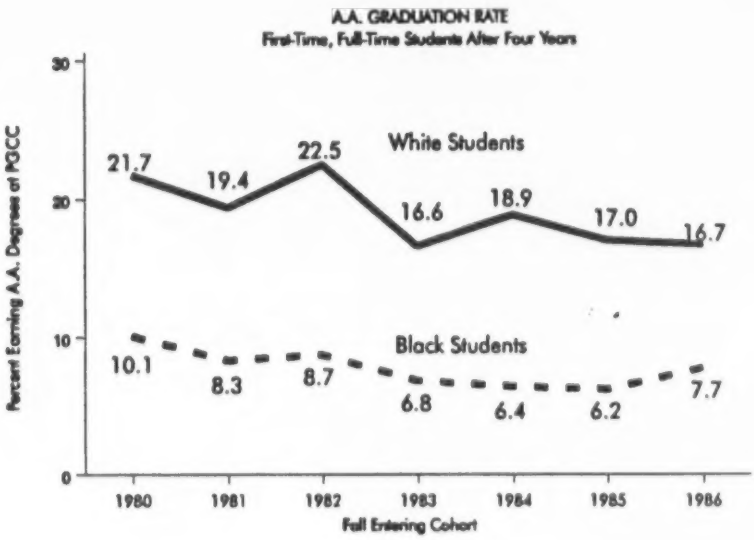

Figure 2

Transfer Preparation

Preparing students for transfer to a four-year college or university is a primary community college mission. Half of the credit students enrolled at PGCC say their reason for attending is to prepare for transfer. How many students transfer from PGCC each year? How well do they do at their senior institutions? Answers to such questions are basic to assessing the achievement of a major purpose of the community college.

Transfer volume and destinations. By matching student identification numbers on fall enrollment files, the Maryland Higher Education Commission can identify transfer patterns for student migration within Maryland public institutions. According to this method, approximately one thousand PGCC students transfer to a senior institution in Maryland each year. The most popular destination is the University of Maryland at College Park, attracting over a third of the transfers. The University College campus is the second most popular choice, enrolling over a fourth of the PGCC transfers each year. Bowie State University is third most popular (see Table 8). Together, these three campuses attract nearly four of every five PGCC students transferring to a four-year state college or university.

PGCC Transfers to Maryland Senior Colleges and Universities

	87-88	88-89	89-90
UMCP	376	427	385
UMUC	272	267	274
Bowie	98	110	139
Towson	70	43	71
UMBC	41	39	46
Salisbury	26	46	29
Frostburg	15	14	23
UMES	13	11	19
Morgan	11	11	12
UMAB	8	8	9
U. of Baltimore	2	9	7
St. Mary's	12	5	5
Coppin	0	0	1
Total	**944**	**990**	**1,020**

Table 8

Student performance at transfer institutions. The University of Maryland System provides limited information about the performance of community college transfers at selected campuses. For groups of students transferring in a given fall semester, the University reports how many were still enrolled the following spring and a frequency distribution of their cumulative grade point averages as of the end of the spring term. Fall-to-spring retention rates for the most recent PGCC transfer group ranged from 84 percent at College Park (231 of 275) to 100 percent of the nine students who transferred to the University of Maryland at Baltimore. Typically four-fifths of the PGCC transfers had grade point averages of 2.0 and above (see Table 9).

The University of Maryland at College Park, the most popular transfer destination of PGCC students, also reports the number and grade point average distribution of students transferring the prior four fall terms. For example, 115 or 58 percent of the 198 PGCC students transferring to College Park in Fall 1988 were enrolled in Spring 1990. Ninety-three percent had grade point averages of 2.0 and above. The Spring 1990 status of PGCC students entering UMCP in the fall terms of 1985 through 1989 is shown in Table 10.

Bachelor's degree attainment. Using state reporting systems, the Maryland Higher Education Commission tracked the bachelor's degree attainment of first-time, full-time community college students for seven years after their entry at the community college. Overall, about one of every eight students entering PGCC as full-time students had earned a bachelor's degree from a state institution within seven years. Students in trans-

fer programs at PGCC were twice as likely to earn the bachelor's degree as those starting in occupational curricula.

PGCC Transfers to Selected UMS Campuses in Fall 1989
Retention and Percent with at Least 2.0 Grade Point Average as of the End of Spring 1990

	Transferred Fall 1989	Enrolled Spring 90	Retained Spring 90	Percent GPA >2.0
UMCP	275	231	84%	81%
Bowie State	77	69	90%	88%
Towson State	36	32	89%	78%
Salisbury State	27	25	93%	76%
Frostburg State	11	10	91%	80%
UMAB	9	9	100%	89%
U. of Baltimore	8	7	88%	86%

Table 9

PGCC Transfers at the University of Maryland College Park
GPAs of Fall UMCP Entrants at the End of Spring 1990

Entering Term	Entered in Fall	Enrolled Spring 90	Cumulative GPA after Spring 1990 <1.0	1.0-1.9	2.0-2.9	3.0-4.0
Fall 1989	275	231	9	36	129	57
Fall 1988	198	115	0	8	68	39
Fall 1987	281	97	0	5	57	35
Fall 1986	285	48	0	3	31	14
Fall 1985	288	24	0	0	14	10

Table 10

Student satisfaction with transfer preparation. Although most students who transfer do so without completing their community college program, the opinions of PGCC graduates who transfer provide valuable feedback since they reflect the experiences of those who have completed the entire PGCC curriculum. Four out of five respondents to graduate surveys who have transferred rate their PGCC preparation for transfer as very

good or good. Four percent rate their preparation poorly, with the balance giving a fair rating (see Table 11).

Graduates' Ratings of Preparation for Transfer
Percent of Survey Respondents

	1986	1988	1990
Very Good	38%	42%	32%
Good	40	38	51
Fair	18	16	13
Poor	3	3	2
Very Poor	1	1	2
Total Respondents (100%)	**181**	**167**	**188**

Table 11

Racial differences in transfer rates. Using state reporting systems, Maryland Higher Education Commission staff calculated transfer rates for seven cohorts of first-time, full-time community college fall entrants. Rates were based on student transfer to state institutions within four years of initial entry to the community college. Overall, the percentage of PGCC students starting college full-time who transferred to a state public college or university within four years of PGCC entry ranged from a low of 21 percent (1984 entrants) to a high of 28 percent (1986 entrants, the most recent cohort for which data are available). White students had a transfer rate more than double that of black students for all seven cohorts studied (see Figure 3). Transfer rates for both black and white students have increased for the most recent cohorts studied.

Employment Preparation

A quarter of the College's credit students enroll in order to prepare for entry into a new career or to update skills for a job currently held. Students with job-related goals are more likely than other students to complete their community college programs; a majority of the College's graduates have completed occupational curricula. How successful are these graduates in finding employment in jobs related to their PGCC program? How do the graduates and their employers rate the quality of the job preparation provided by the College?

Related employment. Seventy-two percent of the FY90 graduates of career programs who responded to the annual follow-up survey were employed in jobs related to their PGCC program within a year of graduation. The related-employment rate varied by program, as shown in Table 12. Consistent with findings from prior surveys, graduates of

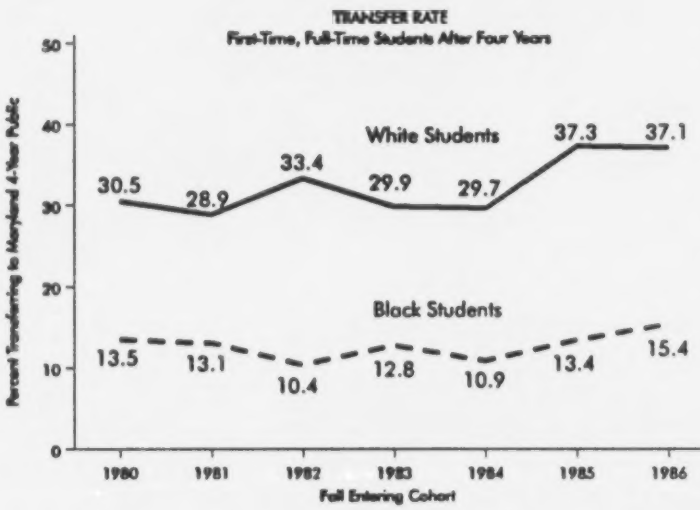

Figure 3

nursing and allied health programs had the highest rates of related employment. All but one of the 33 nursing graduates responding to the survey were employed in nursing positions. Ten of twelve allied health graduates were in jobs related to their PGCC curriculum. Accounting graduates were nearly as successful in finding related employment, with 79 percent in accounting jobs. Three programs had less than two-thirds of their graduates working in related jobs: Marketing Management, Paralegal Studies, and Criminal Justice.

Student satisfaction with employment preparation. In the most recent survey of 1990 graduates, over three-fourths of employed graduates rated their community college preparation for employment very good or good on a five-point scale. Most of the others said the College provided a fair preparation for employment; only two percent gave their preparation poor ratings (see Table 13).

Employer evaluations. Employers of graduates are surveyed every other year to obtain the employer perspective on the quality of occupational preparation provided by the College. Only employers of career program graduates responding to the graduate survey who provide an employer name and address and give the College permission are surveyed. The national literature suggests that while employers for the most part are eager

Related Employment and Continuing Education of FY90 Graduates
By Selected Program Areas

	Respondents	Employed in Related Job	Continuing Education	Related Employment or Con. Ed.
Nursing	33	97%	12%	97%
Allied Health	12	83%	8%	83%
Accounting	24	79%	29%	83%
Business Mgt.	73	74%	30%	84%
Comp/Info.Systems	32	72%	16%	75%
Elec/Comp. Service	9	67%	44%	78%
Marketing Mgt.	14	57%	50%	86%
Paralegal	30	50%	40%	62%
Criminal Justice	7	43%	0%	43%

Table 12

Graduates' Ratings of Preparation for Employment
Percent of Survey Respondents

	1986	1988	1990
Very Good	32%	33%	28%
Good	46	48	49
Fair	20	16	21
Poor	1	2	1
Very Poor	0	1	1
Total Respondents (100%)	**281**	**310**	**287**

Table 13

to share their opinions on the college preparation of graduates, only the most successfully employed alumni are likely to grant permission for this. Thus the results must be interpreted with caution. Given that caveat, employers responding to PGCC surveys have rated the graduates' job preparation highly. Nine out of ten give PGCC graduates very good or good ratings (see Table 14).

In addition to an overall rating, employers rate PGCC graduates on several performance attributes. Consistently, the graduates' ability to learn on the job garners the highest ratings. All attributes, however, earn mean scores above four on a five-point

Employer Ratings of PGCC Graduates' Job Preparation
Percent of Survey Respondents

	1986	1988	1990
Very Good	45%	48%	56%
Good	48	41	36
Fair	7	11	8
Poor	0	0	0
Very Poor	0	0	0
Total Respondents (100%)	**44**	**73**	**64**

Table 14

scale (see Table 15). In relative terms, the area most in need of improvement is writing skills.

Employer Ratings of PGCC Graduates' Job Preparation
Weighted Averages, Five Point Scale

	1986	1988	1990
Ability to learn on the job	4.51	4.63	4.74
Familiarity with job equipment	4.08	4.26	4.34
Knowledge of technical job skills	4.14	4.39	4.33
Oral communication skills	4.37	4.24	4.32
Ability to solve job-related problems	4.28	4.29	4.28
Writing skills	4.12	4.16	4.22

Table 15

Licensure examination performance. Graduates of PGCC's Health Technology programs usually sit for licensure and certification examinations within a few months of graduation. The conventional measure used for program evaluation is the pass rate of first-time examinees on the entry level examination. Graduates of the College's programs in nuclear medicine, radiography, and respiratory therapy have generally done very well on their respective examinations; it is not uncommon for all examinees in a given year to pass (see Table 16). Graduates in medical records have not done as well as a group, although in recent years nearly three-fourths have passed on their first attempt. The College has been concerned about the performance of its nursing graduates on the NCLEX-RN examination. While nearly 80 percent of PGCC's nursing graduates typical-

ly pass the exam on their first attempt, this rate has been consistently below the Maryland state average. The Nursing Department has instituted several programs to improve the performance of its graduates, including new teaching techniques and student support services.

Pass Rates of PGCC Graduates on Certification Exams
First-time Candidates

	1988	1989	1990
Medical Records	50% (6)	88% (8)	75% (8)
Nuclear Medicine	100% (6)	100% (4)	80% (5)
Nursing	78% (74)	77% (68)	83% (72)
Radiography	70% (10)	100% (10)	88% (8)
Respiratory Therapy	100% (6)	78% (9)	100% (7)

Table 16

Continuing education student achievement of job goals. While the focus of most accountability efforts nationally has been on degree-credit student performance, the goal achievements of noncredit, continuing education students should also be assessed. Half of the students served annually by PGCC take noncredit classes, and these enrollments account for over 30 percent of the College's full-time-equivalent enrollment. The most recent comprehensive evaluation effort of continuing education at PGCC was conducted during the 1987-88 school year. This included a mail survey of 2,550 students enrolled in noncredit courses during FY87. (This study has not been updated due to budget constraints.) The survey found that three-fifths of the students under age 60 were taking PGCC noncredit courses for job-related reasons: 34 percent to update skills for currently-held jobs, 18 percent to prepare for a change in career, and 8 percent to prepare for entry into a first career. Two-thirds of the students enrolled for job-related reasons said they had completely or mostly achieved their goal.

Achievement of Exploration and Enrichment Goals

One-fourth of the College's credit students, a third of the noncredit students under age 60, and a majority of the seniors attending the College enroll for self-enrichment or to explore options for careers or further study. Facilitating student goal clarification, promoting student self-confidence, and guiding student pursuit of personal interests have become part of the College's service to the County population. Surveys have found most students with enrichment goals have achieved them. For example, three-fourths of

the noncredit students surveyed in 1987 reported they had fully or mostly achieved their enrichment goal in attending the College. Ninety percent of the Fall 1984 entrants who enrolled in credit classes for personal enrichment reasons reported they had achieved their goal in attending. Eighty-six percent of the 1984 entrants who came to explore career or educational options reported they had met their goal.

General Education

Prince George's Community College recognizes its obligation to provide all degree-seeking students with the concepts, values, methods, and skills that constitute general education. This common learning experience intends to enable students to communicate effectively in oral and written English, to read with comprehension, to reason abstractly and think critically, to understand and interpret numerical data, to understand the scientific method, to recognize and appreciate cultural diversity, and to understand the nature and value of the fine and performing arts. The College attempts to ensure that all students meet the goals of general education through its general education distribution requirements. In lieu of elaborate and expensive evaluation procedures such as testing, portfolio assessment, or personal interviews, the College relies on the individual assessment of its graduates as to the level of achievement of its general education mission. Graduates are asked in the annual follow-up survey to rate the extent to which attendance at PGCC helped them achieve ten goals of the general education program. The response pattern has been consistent over the four years the question has been used. Graduates report that their attendance at PGCC increased their enjoyment of learning, enhanced their self confidence, and clarified their educational or career goals. Graduates also gave above-average ratings to the College's influence on their abilities in writing, reading comprehension, mathematics, and science understanding. The College has been less successful in imparting knowledge of other cultures and appreciation of the fine arts. (See Table 17.)

Achievement of General Education Objectives
Graduates' Self-reported Ratings, Five-Point Scale

	FY88 (N = 388)	FY89 (N = 412)	FY90 (N = 376)
Enjoyment of learning	3.90	3.94	3.97
Self confidence	3.94	3.85	3.87
Goal clarification	3.90	3.77	3.87
Writing improvement	3.59	3.46	3.52
Reading comprehension	3.26	3.31	3.28
Science understanding	3.23	3.19	3.24
Mathematics improvement	3.13	3.15	3.24
Attentiveness to news	3.11	3.18	3.04
Knowledge of other cultures	2.87	3.09	2.92
Appreciation of fine arts	2.59	2.74	2.64

Table 17

Remedial Education

A majority of the students entering the College in recent years have needed remediation in at least one area—reading, composition, or mathematics—before attempting pertinent credit courses. By necessity, providing remedial education and supporting services has become a major activity at the community college. The need to complete remediation slows progress toward a degree for those affected. Any evaluation of student achievement must include an analysis of remedial coursetaking.

Nearly two-thirds of the Fall 1991 entrants who completed placement testing in all three areas of reading, composition, and mathematics needed remediation in at least one area (see Table 18). Over a quarter of those tested needed developmental coursework in all three areas.

Remediation Needs of Fall 1991 Entrants Tested in All 3 CGP Areas

	Number	Percent
Tested in all 3 areas	1,923	100%
No remediation needed	652	34%
Remediation needed	1,271	66%
In one area	366	19%
In two areas	398	21%
In three areas	507	26%

Table 18

The College does not have a collegewide policy requiring students to complete remediation before enrolling in credit classes. Instead, departments may establish individual course prerequisites based on the Comparative Guidance and Placement (CGP) test scores or completion of developmental coursework. Students may take only part of the CGP rather than the whole examination in order to meet a specific course prerequisite. The following analysis looks at the remedial needs and coursetaking of Fall 1990 entrants for each area (reading, English, and mathematics) separately. Completion of remediation is defined as earning a developmental course grade sufficient to meet the prerequisite of common introductory courses meeting the College's general education requirements in each area. (For reading, the division-wide Social Sciences requirement of a P2 in DVR005 or successful completion of DVR006 was used.) Students are placed in different levels of developmental courses based on their test scores and individual counseling, and may make progress during a semester without completing all of the remediation needed to meet credit course prerequisites.

A total of 2,200 Fall 1990 entrants took the CGP reading test. Nearly four in ten (872 of 2,200) earned scores indicating a need for remediation. At the end of Spring 1991 or two semesters, 511 of these students had taken at least one developmental reading

course. Only 245, or 28 percent of those identified as needing remediation, had successfully completed their developmental reading coursework and were ready for credit classes. (See Table 19.) Thus, after two terms, two-fifths of those identified as needing remedial reading had not attempted to correct the deficiency, and 72 percent were still in need of developmental reading coursework.

Remedial Reading Needs, Coursetaking, and Completion
Fall 1990 Entrants After Two Semesters

	Number	Percent
Number assessed	2,200	
Needed remediation	872	100%
Took remedial course(s)	511	59%
Fall 90 only	370	
Spring 91 only	32	
Both fall and spring	109	
Completed remediation	245	28%

Table 19

Nearly 38 percent of the 2,207 students entering in Fall 1990 who were tested in English composition received scores indicating a need for developmental English coursework. At the end of Spring 1991, two-thirds of these students had taken at least one developmental English course. Twenty-two percent, or 180 of the 832 identified, had successfully completed their developmental English coursework and were ready for the introductory credit English course (see Table 20). After two terms, a third of those identified as needing remedial English had not attempted to correct the deficiency, and 78 percent were still in need of developmental English coursework.

Remedial English Needs, Coursetaking, and Completion
Fall 1990 Entrants After Two Semesters

	Number	Percent
Number assessed	2,207	
Needed remediation	832	100%
Took remedial course(s)	553	66%
Fall 90 only	312	
Spring 91 only	46	
Both fall and spring	195	
Completed remediation	180	22%

Table 20

Forty-one percent of the 2,257 Fall 1990 entrants who took the CGP mathematics test earned scores indicating a need for developmental mathematics coursework. Sixty-two percent of those so identified took at least one developmental mathematics course during their first two semesters at PGCC. However, only 46 students, or five percent of the total 933 needing it, had completed their remediation and were ready to enroll in a credit mathematics course. (See Table 21.) After two terms, 38 percent of those identified as needing remedial mathematics had not attempted to correct the deficiency, and 95 percent were still in need of developmental mathematics coursework.

Remedial Math Needs, Coursetaking, and Completion
Fall 1990 Entrants After Two Semesters

	Number	Percent
Number assessed	2,257	
Needed remediation	933	100%
Took remedial course(s)	583	62%
Fall 90 only	281	
Spring 91 only	44	
Both fall and spring	258	
Completed remediation	46	5%

Table 21

The PGCC research office plans to initiate several studies investigating the progress of developmental students and the impact of developmental coursework on subsequent credit class performance. Early findings from these studies will be reported next November.

Student Evaluation of Teaching

The Faculty Professional Growth and Development Plan at Prince George's Community College is an evaluation system designed to improve instruction by giving faculty members an opportunity to recognize strengths and correct weaknesses. It provides procedures for promotion, rehiring, and tenure decisions. Student evaluations are a key part of the Plan. Full-time faculty are evaluated by a full-scale evaluation procedure every year for the first five years. Tenured faculty and faculty on annual contracts who have served five years are evaluated every three years of service unless a special evaluation is requested. For periodic evaluations (every three years), eligible faculty may choose either a full-scale evaluation or the limited package. Faculty are eligible for the shorter, limited package of evaluation instruments if they exceeded established threshold scores on their previous evaluation. In 1990-91, student evaluations were conducted for 315 teaching faculty. The mean response across all items was 4.27 on a five-point scale. Sixty-

one teachers (19 percent), received an average student evaluation score below 4.0. Forty-six of these 61 faculty members were full-time, and must because of these scores undergo the longer, full-scale evaluation the next time. Specific student complaints or below-par ratings on certain evaluation items may result in a conference with instructional administrators which may lead to various faculty remediation activities. In addition to these activities associated with the formal Plan, the College has provided other professional development programs for interested faculty. Of special note is the Faculty Mentor Program in which teachers can seek confidential counseling and assistance from a designated master teacher in an attempt to improve classroom instruction.

External Evaluation

Six instructional programs at the College are individually accredited: Electronics Engineering Technology, Nursing, and four Allied Health programs.

The Electronics Engineering Technology A.A. program is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET). Accreditation has been continuous since the program was first accredited in 1977. TAC/ABET has three levels of accreditation: three years, three years renewable for three additional years (with an interim report), and six years. In 1990, TAC/ABET accredited the College's Electronics Engineering Technology A.A. program with three years, interim report status.

The Nursing program is accredited by the Maryland Board of Nursing and the National League of Nursing. The Nursing program will be visited in the spring of 1992; findings will be detailed in next year's outcomes report.

The College's four allied health programs—Medical Records, Nuclear Medicine, Radiography, and Respiratory Therapy—are accredited through the Committee on Allied Health Education and Accreditation (CAHEA) of the American Medical Association. Nuclear Medicine was most recently visited, in spring 1991, and received 6 complimentary remarks on strong points of the program and only one minor recommendation; the next visit is scheduled for spring 1996. The respiratory therapy program was last visited in 1989 and is accredited through 1994. The radiography program received a three-year, extended to five-year, accreditation in 1988 and thus is scheduled for its next visit in 1993. The medical records program was visited in 1990 and granted continuing accreditation for three years, with the program faculty directed to examine program goals, graduate competencies, library holdings, and other educational materials.

Summary Observations

In addition to the formal assessment measures identified in the College's Student Learning Outcomes Assessment Plan submitted to the Commission, the College benefits from feedback provided through other mechanisms. For example, in May 1991, fifteen of

the College's faculty members gathered for a "Master Teachers Retreat" to discuss academic issues and to share techniques relating to teaching excellence. At the conclusion of the retreat, the teachers identified four significant instructional challenges facing PGCC faculty. Suggestions for dealing with each were offered. First was a need for increased research and attention to developmental studies, with more involvement of credit faculty in the planning and delivery of developmental coursework. The second area identified for improvement was student orientation, with mandatory orientation (possibly a one-credit course required for graduation) and more faculty involvement in this Student Services activity among the recommendations. The third area dealt with policies and mechanisms for dealing with disruptive students. Suggestions included disseminating a special notice to faculty describing existing procedures, conducting workshops to familiarize faculty with classroom control strategies, sponsoring a panel to explain the legal implications of various control strategies, and studying faculty perceptions and the nature of the disruptive student problem. Finally, the teachers urged the College to encourage collegewide faculty development through inter-area cooperation, classroom research, and support for professional development programs.

The evidence accumulated in this report suggests that Prince George's Community College has been successful in supporting and promoting student achievement. The vast majority of students have accomplished their purposes in attending the College, whether they came to prepare for transfer, to prepare for a new career, to upgrade job skills, for personal enrichment, or for other reasons. Because of the tight timeline for assembling this report, College faculty and staff have not had the opportunity to digest its findings or understand its implications. Undoubtedly the information presented will raise further questions and necessitate further research.

Selected Institutional Research Bibliography

For readability and brevity, many details, including discussions of methodologies and sources, have been omitted from the above summaries of student outcomes data. The Office of Institutional Research and Analysis (OIRA) at Prince George's Community College has published 61 reports over the past 7 years concerning various aspects of student performance at the College. These reports are available from the research office for those desiring more information than provided in this summary report. Selected titles are listed below (by OIRA report number) to illustrate the kinds of reports available.

EA92-1 **Course Pass Rates in Fall 1990**
(P. Diehl, July 1991, 17 pages)

RB91-9 **Graduate Employment: An Update**
(K. Boughan, May 1991, 27 pages)

BT91-3 **Student Outcomes Annual Summary Report**
(C. Clagett, April 1991, 20 pages)

EA91-11 **An Analysis of Developmental Students in Fall 1990**
(K. McCoy, April 1991, 23 pages)

RB91-1 **Award Attainers at Maryland Community Colleges**
(K. Boughan, July 1990, 33 pages)

RB90-11 **PGCC Transfers to Maryland Four-year Institutions**
(C. Clagett & R. Huntington, June 1990, 21 pages)

PE90-5 **Nursing Program Students and Academic Outcomes**
(K. Boughan, March 1990, 56 pages)

BT90-2 **Student Outcomes Annual Summary Report**
(C. Clagett, November 1989, 11 pages)

BT89-2 **Student Outcomes Performance Accountability Report**
(C. Clagett, November 1988, 84 pages)

RB89-7 **Continuing Education Outcomes at PGCC**
(C. Clagett, November 1988, 8 pages)

EA88-8 **Non-returning Students, Fall 1987-Spring 1988**
(K. McCoy, June 1988, 53 pages)

Next Steps

Following its review and adoption by the Board of Trustees, this report and the research supporting it will be shared with the College Planning Council, the Task Force on Institutional Assessment, and the Faculty Committee on the Implications of Assessment. All instructional administrators and department chairpersons will receive copies of this report. The Faculty Committee will make recommendations as to how the findings from the assessment process can best be used to improve student learning. Instructional administrators and department chairpersons will be asked to incorporate the assessment findings in their planning for the coming year, which culminates in the Instructional Area Goals and Objectives publication next July.

At the end of the 1991-92 academic year, the College will evaluate how well this reporting, analysis, and feedback process is working. Are the indicators monitored appropriate and useful? Are the results reaching the faculty and having an impact on curriculum development and teaching effectiveness? Answers to these questions will inform the next round of assessment and will be reflected in the November 1992 report to the Commission.

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